



Communities That Care

Community Board Orientation

Milestone:
**Create an Effective
Community Board**

Participant's Guide

Module 6

Module 6.....	6—4
Phase Two: Organizing, Introducing, Involving	6—5
Module 6 goal.....	6—6
Objectives	6—7
Team building	6—8
A high-performance Community Board	6—9
.....	6—10
Guidelines for effective meetings	6—11
Post ground rules.	6—12
Effective communication	6—13
Participatory leadership.....	6—14
Guidelines for group decision making	6—15
Decision-making steps	6—16
The Social Development Strategy.....	6—17
Icebreakers	6—18
Mental sets.....	6—19
Team skills assessment	6—20
Activity: Community Board Skills Profile	6—21
Stages of team development	6—23
Community organization	6—24
Community Board roles	6—25
.....	6—26

Community member roles.....	6—27
.....	6—28
Coordinator/Facilitator roles.....	6—29
Community organization	6—30
Sample structure	6—31
Community Board	6—32
Executive Committee.....	6—33
Risk- and Protective-Factor Assessment work group	6—34
Resources Assessment and Evaluation work group	6—35
Community Outreach and Public Relations work group	6—36
Funding work group	6—37
Community Board Maintenance work group.....	6—38
Youth Involvement work group.....	6—39
<i>Communities That Care</i> Community Board and Work Groups.....	6—40
Activity: Community Board Key Questions	6—44
Next steps.....	6—48
Activity: Next Steps.....	6—49
Phase Two: Organizing, Introducing, Involving	6—50



Slide 6-1

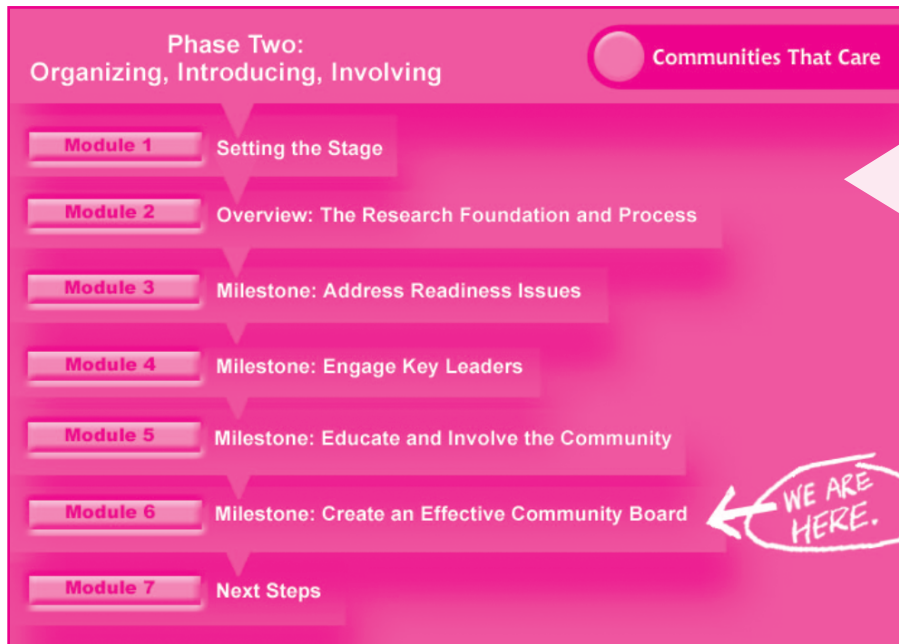
Module 6

Communities That Care

Milestone: Create an Effective Community Board



Notes



Slide 6-2

Notes



Slide 6-3

Module 6 goal

Communities That Care

Prepare to build and maintain an effective Community Board.

Notes

Objectives

1. Develop team-building skills.
2. Create an effective organizational structure.
3. Identify the functions and activities of the Community Board work groups.

Communities That Care



Slide 6-4

Notes



Slide 6-5

Team building

Communities That Care



Notes

A high-performance Community Board

- Shared vision
- Strong bonds

Communities That Care



Slide 6-6

Notes



Slide 6-7

A high-performance Community Board

Communities That Care

Clearly defined roles and responsibilities, including:

- Coordinator/Facilitator
- Chair
- Vice Chair
- Recorder



Notes

Guidelines for effective meetings

- Set time limits.
- Start on time.
- Follow the agenda.
- Follow the ground rules.

Communities That Care



Slide 6-8

Notes



Slide 6-9

Post ground rules at each meeting.

Communities That Care

1. Everyone gets a chance to talk.
2. One person speaks at a time—no interrupting.
3. It's OK to say what you think or feel.
4. No one *has* to talk.
5. Everyone has to listen.
6. No put-downs.
7. Ask for what you need.



Notes

Effective communication

Communities That Care

Mutual support, openness and trust are built through:

- emphasizing each member's strengths
- seeing mistakes and conflict as opportunities
- respecting each member's unique background, personality and views
- affirming each member's commitment to community improvement.

**Slide 6-10**

Notes



Slide 6-11

Participatory leadership

The leader participates in democratic group decision making.



Communities That Care



Notes

Guidelines for group decision making

Communities That Care

- Avoid always taking a position and arguing for your own viewpoint.
- Do not assume that someone must win and someone must lose.
- Do not change your mind just to avoid conflict.
- Seek out opposing viewpoints.
- Avoid conflict-reducing techniques.



Slide 6-12

Notes



Slide 6-13

Decision-making steps

Communities That Care

1. Identify the problem.
2. Brainstorm solutions.
3. Evaluate solutions and identify possible consequences.
4. Choose the best solution.
5. Plan to implement the decision.

Notes



Slide 6-14

Notes



Slide 6-15

Icebreakers

Communities That Care

- Help team members get to know each other
- Reveal team members' interests, characteristics and qualities
- Have relevance to training objectives



Community Board Orientation

6-15

Notes

Mental sets

Communities That Care

- Energize and motivate participants to care about specific learning objectives
- Help participants feel connected to material



Community Board Orientation

6-16



Slide 6-16

Notes



Slide 6-17

Team skills assessment

Communities That Care

- Complete the worksheet.
- On “sticky” notes, list your name and a skill you bring to the team—one skill per note.
- Post your notes on easel sheets, grouped by skill.
- Discuss what skills the team has and what skills may be needed.



Notes

Community Board Skills Profile

Developing and implementing a focused Community Action Plan using the *Communities That Care* prevention-planning system requires a wide array of skills and expertise. For each skill listed below, place a check mark in the appropriate column if you, or your organization, agency or constituency, may be able to contribute to the successful implementation of the *Communities That Care* system.

You	Your organization	Expertise/skill	Notes
		Administration	
		Advertising/marketing	
		Analyzing/evaluating data	
		Board development	
		Collaboration building	
		Community outreach/involvement	
		Cultural competence	
		Database/graphing (MIS/GIS)	
		Data collection	
		Data analysis	
		Fiscal management/budgeting	
		Evaluation	
		Grant writing/fund-raising	
		Group facilitation	
		Implementation/follow-up	
		Interviewing/surveying	
		Legislation/codes/policy	
		Media relations	
		Mediation/negotiation	
		Policy analysis	
		Presentations/speaking (one-on-one/groups)	
		Prevention strategies	
		Public relations	
		Research	
		Strategic planning	
		Systems reform	
		Teaching/training/orientation	
		Translation	
		Word processing	
		Working with city/county/state government	
		Youth involvement	

Skills Profile Summary

Expertise/skill	Board member(s) with skill	Who to recruit	Who will recruit
Administration			
Advertising/marketing			
Analyzing/evaluating data			
Board development			
Collaboration building			
Community outreach/involvement			
Cultural competence			
Database/graphing (MIS/GIS)			
Data collection			
Data analysis			
Fiscal management/budgeting			
Evaluation			
Grant writing/fund-raising			
Group facilitation			
Implementation/follow-up			
Interviewing/surveying			
Legislation/codes/policy			
Media relations			
Mediation/negotiation			
Policy analysis			
Presentations/speaking (one-on-one/groups)			
Prevention strategies			
Public relations			
Research			
Strategic planning			
Systems reform			
Teaching/training/orientation			
Translation			
Word processing			
Working with city/county/state government			
Youth involvement			

Stages of team development

- Forming
- Storming
- Norming
- Performing

Communities That Care



Slide 6-18

Notes



Slide 6-19

Community organization for the Communities That Care system

Communities That Care



Notes

Community Board roles

- Attend trainings.
- Facilitate the development of a community vision.
- Learn about prevention science and community planning.
- Serve as community ambassadors.
- Conduct the community assessment.
- Prioritize risk and protective factors.
- Conduct the community resources assessment.
- Identify and investigate tested, effective programs, policies and practices.

Communities That Care



Slide 6-20

Notes



Slide 6-21

Community Board roles



Communities That Care

- Design a 3- to 5-year Community Action Plan.
- Develop an evaluation plan.
- Work with Key Leaders to identify and secure resources.
- Facilitate the implementation and evaluation of the Community Action Plan.
- Maintain communication.
- Involve stakeholders.
- Sustain commitment to the community vision.
- Reassess problem behaviors and risk and protective factors.
- Evaluate the Community Action Plan.

Notes

Community member roles

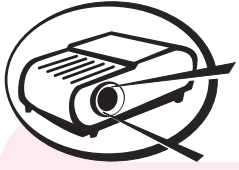
- Learn about risk and protection.
- Contribute to the community vision statement.
- Identify ways to promote healthy beliefs and clear standards.
- Identify ways to promote healthy, strong bonds.
- Provide opportunities for young people.

Communities That Care



Slide 6-22

Notes



Slide 6-23

Community member roles

Communities That Care

- Help young people develop skills.
- Recognize and reward.
- Identify ways to reduce risk factors.
- Develop positive relationships.
- Support laws and policies.
- Communicate the importance of support for youth development.

Notes

Coordinator/ Facilitator roles

Communities That Care

- Provide staff support.
- Work with the Trainer to coordinate training and technical assistance.
- Handle Community Board meeting preparation and follow-up.
- Document the *Communities That Care* effort.
- Prepare reports, as needed.



Slide 6-24

Notes



Slide 6-25

Community organization for the Communities That Care system

Communities That Care



Notes

Sample Communities That Care structure

Communities That Care

Key Leader Board

Community Board

Community Board
Executive
Committee

Coordinator/Facilitator

Work Groups

Risk- and Protective-
Factor Assessment

Resources Assessment
and Evaluation

Community Outreach
and Public Relations

Funding

Youth Involvement

Community Board
Maintenance



Slide 6-26

Notes



Slide 6-27

Community Board

- Coordinate work-group activities.
- Participate in decision-making processes as appropriate.
- Communicate regularly with the Executive Committee.

Communities That Care



Notes

Community Board Executive Committee

Communities That Care

- Set an agenda.
- Provide oversight and accountability.
- Report regularly to the Key Leader Board.



Slide 6-28

Notes



Slide 6-29

Risk- and Protective-Factor Assessment work group

Communities That Care

- Collect risk- and protective-factor data.
- Analyze the data.
- Facilitate the prioritization process.
- Facilitate implementation of the *Communities That Care Youth Survey*.
- Collect archival data.
- Create a list of priority risk and protective factors.
- Reassess risk, protection and youth outcomes.
- Report accomplishments and findings.

Notes

Resources Assessment and Evaluation work group

Communities That Care

- Develop an inventory of existing community programs, policies and practices.
- Create a map or list of the locations of resources in the community.
- Assess existing resources.
- Identify gaps.
- Report accomplishments and findings.
- Design and plan an evaluation of the Community Action Plan.



Slide 6-30

Notes



Slide 6-31

Community Outreach and Public Relations work group



Communities That Care

- Maintain contact with stakeholders.
- Identify opportunities to educate and involve community members.
- Identify opportunities to celebrate success.
- Create opportunities for receiving input, promoting benefits and announcing outcomes.
- Work with the media.
- Develop and maintain a distribution list for the Community Assessment Report.

Notes

Funding work group

Communities That Care

- Identify resources.
- Identify sources of funding.
- Develop a long-term funding plan.
- Identify and communicate with potential funders.
- Write grant proposals.



Slide 6-32

Notes



Slide 6-33

Community Board Maintenance work group

Communities That Care

- Finalize the Community Board's organizational structure.
- Establish communication and reporting protocols.
- Establish bylaws and operating procedures.
- Coordinate fiscal and legal status.
- Develop a process for recruiting and educating new Community Board members.
- Coordinate team-building and recognition activities.

Notes

Youth Involvement work group

Communities That Care

- Identify existing youth groups.
- Recruit youth to serve on the Community Board.
- Involve youth in other work-group activities.
- Coordinate skills development and youth recognition.



Slide 6-34

Notes

Communities That Care Community Board and Work Groups

Community Board

The Community Board contains broad representation from community stakeholder groups. It coordinates and is held accountable for the activity of the work groups.

Participants

Individuals selected or designated by Key Leaders, representing all stakeholder groups. Stakeholder groups include education, law enforcement, government, social services, parents, the faith community, the business community, media, youth and public health.

15-40 board members.

Tasks

Coordinate work-group activities.

Participate in decision-making processes, as appropriate.

Complete milestones and benchmarks for each phase of the *Communities That Care* system.

Communicate regularly with the Executive Committee.

Community Board Executive Committee

Provide oversight and accountability for the Community Board's activities.

Participants

Includes the positions of Chair, Vice Chair and Recorder.

May include chairs from the work groups.

No more than eight members.

Tasks

Set an agenda for the Community Board.

Provide oversight and accountability for Community Board activities.

Report regularly to the Key Leader Board on progress related to milestones and benchmarks.

Risk- and Protective-Factor Assessment work group

Collect risk- and protective-factor data for analysis, analyze the data to identify priorities and help the Community Board and/or stakeholder groups complete the prioritization process.

Participants

Community Board members with experience or expertise in data collection and analysis.

Other community experts, as needed.

Representatives of all major data sources, such as school, law enforcement, public health and social services.

Tasks

Work to facilitate implementation of the *Communities That Care Youth Survey*. (Plan to have the survey completed and the report ready for use in Phase Three.)

Collect archival data, if needed.

Create a list of priority risk and protective factors.

Reassess risk, protection and youth outcomes every 2 to 3 years.

Report accomplishments and findings to the Community Board and the Key Leader Board.

Communities That Care

Community Board and Work Groups

► Resources Assessment and Evaluation work group

Inventory and assess existing resources addressing the community's identified priorities. Identify gaps in current responses to priorities, in preparation for selecting tested, effective programs, policies and practices.

► Participants

Community Board Members with knowledge of community resources.

Other community experts, as needed.

Representatives of all major service providers.

► Tasks

Develop an inventory of existing community programs, policies and practices that address prioritized risk and protective factors.

Create a map or list of the locations of resources in the community.

Assess existing resources to determine their effectiveness in addressing priorities.

Identify gaps in overall community response to prioritized risk and protective factors.

Report accomplishments and findings to the Community Board and the Key Leader Board.

Design and plan an evaluation of the *Communities That Care* Community Action Plan.

► Community Outreach and Public Relations work group

Involve stakeholders, promote the *Communities That Care* system, and educate and update the Key Leader Board, stakeholders and the public about the work of the Community Board.

Collaborate with other work groups to prepare and disseminate all press releases, documents and other communications.

► Participants

Community Board members with interest and expertise in community mobilization, public relations and media.

Other community experts or "gatekeepers," as needed.

► Tasks

Maintain contact with stakeholders (including other prevention/youth development coalitions and collaboratives).

Identify opportunities to educate the community about the *Communities That Care* effort and to involve community members in the effort.

Identify opportunities to celebrate success.

Create opportunities for receiving input, promoting benefits and announcing outcomes of efforts.

Work with the media to keep the *Communities That Care* effort in public view.

Develop and maintain a distribution list for the Community Assessment Report.

Communities That Care Community Board and Work Groups

► Funding work group

Identify funding needs.

Manage the acquisition and use of public and private funds. The funds are used for planning and for the implementation and evaluation of the selected programs, policies and practices.

► Participants

Community Board Members with knowledge of local, state and federal funding.

Other community experts, as needed.

► Tasks

Identify resources needed to conduct current *Communities That Care* activities (such as administering the *Communities That Care Youth Survey* or hiring a Coordinator/Facilitator).

Identify sources of funding.

Develop a long-term funding plan for the implementation of tested, effective programs that address prioritized risk and protective factors.

Identify and communicate with potential funders.

Write grant proposals as needed.

► Community Board Maintenance work group

Build and sustain a healthy and effective Community Board.

► Participants

Community Board members with expertise and interest in organizational development and team building.

Other community experts, as needed.

► Tasks

Finalize the Community Board's organizational structure.

Establish communication and reporting protocols.

Establish bylaws and operating procedures.

Coordinate fiscal and legal status of the Community Board or coalition.

Develop process for recruiting and educating new Community Board members.

Coordinate team-building and recognition activities.

Communities That Care Community Board and Work Groups

▶ Youth Involvement work group

Recruit youth for all aspects of the *Communities That Care* effort.

Work with other work groups to identify diverse roles for young people, skills and training needed by young people and appropriate recognition.

▶ Participants

Community Board members with interest and expertise in youth involvement.

▶ Tasks

Identify existing youth groups and ways to involve them in the *Communities That Care* effort.

Recruit youth to serve on the Community Board.

Establish a youth advisory board (optional).

Involve youth in other work-group activities.

Coordinate skills development and youth recognition.

Community Board Key Questions

What are the goals of this board?

What results do Key Leaders expect of us?

What resources are available to us?

- Staffing (half- to full-time paid Coordinator/Facilitator recommended) _____

- In-kind services _____

- Financial _____

- Other _____

How often will the Community Board report to the Key Leader Board?

How will reports be made to the Key Leader Board (in writing, presentation to a Key Leader Board meeting, etc.)?

Community Board Key Questions

What other communications are expected of the Community Board? (With whom? How often?)

What level of authority do we have?

What decisions can we make, and what decisions require consultation with the Key Leader Board?

What products are expected from us (reports, plans, grant applications)?

What can the Community Board do to provide recognition for Key Leaders?

What can Key Leaders do to provide recognition for the Community Board?

Community Board Key Questions

What specific positions are needed for our board to function effectively (Chair, Vice Chair, Recorder, etc.)?

How will we choose members to serve in these roles (election, consensus, volunteer)?

How long will people be expected to serve in these roles?

How often should the board meet?

Who will take responsibility for organizing and scheduling meetings?

Who will handle other administrative functions of the board?

What day of the week is most convenient for most board members to meet? What time of day is most convenient?

What criteria are necessary for meeting locations (parking, child care, tables and chairs, AV needs, etc.)?

Should all meetings be held at the same location, or should the locations vary to meet the needs of more board members?

Community Board Key Questions

Who will be responsible for:

Reserving the location _____

Room setup _____

Ordering/bringing AV equipment _____

Mailing the agenda _____

Refreshments _____

Arranging child care _____

Notes



Slide 6-35

Communities That Care

Communities That Care

Next steps

<u>Action</u>	<u>How?</u>	<u>By whom?</u>	<u>By when?</u>



[illegible]

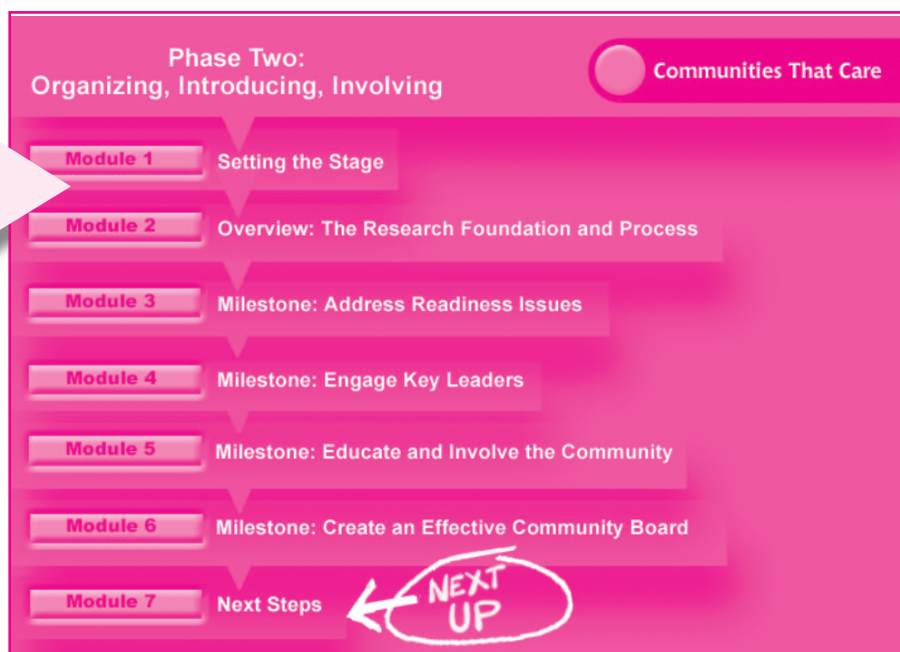
Next Steps

[illegible]

Module 6



Slide 6-36



Notes